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ABSTRACT

An outline of the knowledge and skills to be taught in a high school U.S. history course in order to meet the Department of Defense Dependents Schools (DoDDS) social studies objectives is provided. Material is divided into three parts. Following an introduction, a one page description overviews the curriculum topic for high school U.S. history, and specifies the major subject areas to be covered within the topic, time allotment, and other classroom specifics. A list of acknowledgments contains names and addresses of all educators contributing to the curriculum guide. The bulk of the document consists of a detailed outline of content and objectives to be covered. The information, provided in matrix form, is divided by marking period and includes suggested time frame and a list of areas of study, each tagged to learning objectives, suggested activities, and page correlations with several widely used social studies textbooks. For U.S. history, the areas of study covered are: the rise of industrialism, the Progressive Movement, isolation to internationalism, World War I, the 1920's and 1930's, World War II, the Cold War, the 1960's and 1970's, contemporary issues, and the future. (LP)

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SOCIAL STUDIES

CURRICULUM GUIDE

ED269326

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UNITED STATES HISTORY

DEPARTMENT OF DEFENSE DEPENDENTS SCHOOLS

Social Studies Curriculum Guide

United States History

(Grade 11)

INTRODUCTION

The Department of Defense Dependents Schools (DoDDS) Social Studies Guides have been developed for the purpose of providing the classroom teacher with an outline of knowledge and skills which are to be taught at each grade level in order to meet the DoDDS social studies objectives.

As these guides are being used, it is requested that suggestions and recommendations for changes be submitted to the regional social studies coordinators. These guides will be reviewed and revised in accordance with the DoDDS Curriculum Development Plan.

Steve Motta
Deputy Director

UNITED STATES HISTORY

The eleventh grade United States History course is a required one year course with most emphasis on our nation's history from the period of Reconstruction through the present day with a look to the future. Both basic and more advanced social studies skills should receive emphasis. This course should build upon the eighth grade United States History course which studied primarily the periods up to Reconstruction.

The major historical periods to be studied will be: (1) rise of Industrialism, (2) the Progressive Movement, (3) Isolation to Internationalism, (4) World War I, (5) the 20's and 30's, (6) World War II, (7) the Cold War, (8) the 60's and 70's, (9) contemporary issues and problems, and (10) the future. These major periods should comprise three-fourths of the year's instruction. The first quarter should be used to review, reinforce, and expand the student's knowledge of pre-civil war America. Influences and relations with the host nation during these periods should be included as a part of the course.

Basic social studies skills to be learned will include both listening and public speaking skills as well as recognition of bias and prejudice. The more advanced skills of determining cause and effect, formulating hypotheses and generalizations, drawing conclusions, and other critical thinking skills should be included.

APPROVED TEXTBOOKS:

Addison-Wesley: The American Experience
Ginn: A History of the United States
Globe: The New Exploring Our Nation's History
Harcourt/Brace: Rise of the American Nation
Laidlaw (1): United States History for High Schools
Laidlaw (2): A High School History of Modern America
Macmillan: History of a Free People

ACKNOWLEDGEMENT

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Grade Level: Eleven (11) U.S. History

Marking Period: 1st

Suggested Time Frame: 9 weeks for I

AREA OF STUDY/CONTENT	OBJECTIVES	ADDI-SON-WESLEY	GINN	GLOBE	HAR-COURT BRACE	LAID-LAW (1)*	LAID-LAW (2)**	MAC-MILLAN	ACTIVITIES
I. Survey of U.S. History through Reconstruction period A. U.S. Geography Review	SCOPE AND SEQUENCE OBJECTIVES 1. Locate major landforms, natural resources, and climate regions, and explain their importance in U.S. history. (GEOGRAPHY) 2. Know that physical geography is incorporated information from a variety of other sources. (GEOGRAPHY) CONTENT OBJECTIVES 1. Alert students to their own misconceptions of our country geographically. (GEOGRAPHY) 2. Enable students to correctly understand the basic geography of our country. (GEOGRAPHY)	No text necessary for this review.							(Pre-plan: Students should be informed to come to class with colored pencils) 1. Have students draw a map of the United States without any assistance. Indicate valleys, mountains, water bodies, and plains with a color key. Outline and label the fifty states within the United States, the climatic regions, and the natural resources. 2. Upon completion of the free-hand map, give students an outline map and have them label and color appropriately. 3. One week later evaluate the learning process by repeating #1. 4. Have students explain in a letter to a person in a foreign country how climate has affected U.S. history.

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**Laidlaw (2) - A High School History of Modern America

Grade Level: Eleven (11) U.S. History

Marking Period: 1st

Suggested Time Frame: _____

AREA OF STUDY/CONTENT	OBJECTIVES	ADDI-SON-WESLEY	GINN	GLOBE	HAR-COURT BRACE	LAID-LAW (1)	LAID-LAW (2)	MAC-MILLAN	ACTIVITIES
I. Survey (Cont.) B. Pre-Columbian Period	SCOPE AND SEQUENCE OBJECTIVES 1. Demonstrate a working knowledge of basic listening skills. (SKILLS) 2. Demonstrate the procedural skills of group discussion. (SKILLS) 3. Identify effects resulting from contact between two or more cultures. (SOCIOLOGY) 4. Know that anthropology is the study of humankind in all our physical and cultural aspects. (ANTHROPOLOGY) 5. Know that anthropologists try to provide scientific questions related to human origins, human natures, and human differences. (ANTHROPOLOGY) 6. Explain the major themes of anthropological inquiry, to include human evolutionary development, human nature, and the nature of culture. (ANTHROPOLOGY)	X	Ch 1	Unit 1	Ch 1	X	X	pp 2-13	1. Divide the class into six groups to study Indians: A. Group assignments: (1) Southwestern Indians (Pueblos) (2) Northwest Indians (3) Plains Indians (4) Southeastern Indians (5) Eastern Woodland Indians (6) Group six consists of a panel of five to seven students. B. Given research time, have the students develop a "salespitch" (reasons why) for their particular Indian cultural group to be best-suited to meet (have met) advancing Europeans. They should develop the attributes of the particular tribe. Indicate that Europeans came for a variety of reasons (social, economic, religious) and that the Indians were not to destroy the intruders, but co-exist with them them. C. Have a spokesperson for each Indian group give a three to five minute "salespitch" to explain the cultural attributes that would make the particular Indian group the prime candidate to receive aliens into North America.

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Grade Level: Eleven (11) U.S. History

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I. Survey (Cont.)	CONTENT OBJECTIVES 1. Know that Indians had much diversification in life-styles. (ANTHROPOLOGY) 2. Describe Indians in positive value terms which attract the learners to the similarities and and encourages acceptance of differences. (ANTHROPOLOGY)								D. A panel of five to seven (Group 6) students could be used to judge the hearing; in an open panel discussion each panel member could discuss and decide of which group presented, he/she would have selected if history could be rewritten. 2. Outside class activity: Have all students write on, "If I had been born five hundred years earlier in North America, I would like to have been a member of _____" (tribe or group of the student's choice). Length: Teacher's choice. Choices must be substantiated.
C. Colonial Period	SCOPE AND SEQUENCE OBJECTIVES 1. Demonstrate the procedural skills of group discussion. (SOCIOLOGY) 2. Explain the effect of given demographic factors on U.S. History (i.e., size, density, geographical distribution, growth, migration, and settlement patterns). (GEOGRAPHY)	ch 2	Unit 1	Units 1,2	Units 1,2	ch 2,3	ch 2,3	ch 1	1. After reading how the Spanish and French ruled with firm authoritarian rule, and the British ruled with salutary neglect, discuss... A. The advantages of each with regard to (1) The ease of administering, (2) The benefits to the colonists, and (3) The demographic factors relating to colonizations. B. The reasons for successes and failures in light of motives of the mother countries and the colonists. C. What mercentilism meant on both

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Grade Level: Eleven (11) U.S. History

Marking Period: 1st

Suggested Time Frame: _____

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I. Survey (Cont.)	3. Arrange events of U.S. history in chronological order. (HISTORY) 4. Describe the differences between the various political systems that governed the United States from 1700 to 1800. (POLITICAL SCIENCE) CONTENT OBJECTIVES 1. Comprehend authoritarian rule and the term "Salutary Neglect." (POLITICAL SCIENCE) 2. Assess difficulties in administering colonies. (SOCIOLOGY) 3. Understand differences between British, French, and Spanish paternalism. (SOCIOLOGY) 4. Identify the forces that shaped the development of the British American colonies and French and Spanish colonies. (POLITICAL SCIENCE) 5. Understand the economic term "mercantilism." (ECONOMICS)								sides of the Atlantic. D. An analogy of a parent-teenager relationship, including the tightening of rules (dramatically), after years of lax parental control. Suggestion: Teacher could give students the feeling of constricture by "going overboard" on rules: examples: (1) in seat when bell rings (2) no talking upon entering the room (3) no pencils sharpened during class, etc.

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Grade Level: Eleven (11) U.S. History

Marking Period: 1st

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I. Survey (Cont.) C. Colonial Period (Cont.)	6. Understand the cause and effect of mercantilism in American history. (POLITICAL SCIENCE)	ch 2	ch 4	Unit 2	ch 5	ch 3	ch 3	ch 2	2. Have students make a timeline from 1763 to 1776 of thirteen events in colonial history that changed attitudes in North America from thinking "We are BRITISH Americans," to "We are British AMERICANS." Locate events on the timeline and on a separate paper describe each event in paragraph form.
	7. Comprehend the significance of events in time. (HISTORY)								
	8. Understand the volatile political atmosphere in this colonial period. (POLITICAL SCIENCE)								
	9. Demonstrate that the period of Salutary Neglect had ended with a dramatic shift to authoritarian rule. (POLITICAL SCIENCE)								

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Grade Level: Eleven (11) U.S. History

Marking Period: 1st

Suggested Time Frame: _____

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I. Survey (Cont.) D. Revolutionary War	SCOPE AND SEQUENCE OBJECTIVES 1. Demonstrate a working knowledge of basic listening skills (i.e., listen with a purpose, identify the sequence of ideas, ask appropriate questions, take notes while continuing to listen, respond in context on what has been heard). (SKILLS) 2. Analyze the influence of humanities on American culture. (HISTORY) 3. Explain the historical origins of basic constitutional principles. (POLITICAL SCIENCE) 4. List economic, cultural, social, geographic, and philosophical forces that shaped the development of the Constitution. (POLITICAL SCIENCE)	(For this activity you need only the Declaration of Independence.)							1. Use the recording of the Fifth Dimensions "The Declaration" and play it for the students in class. Have the students follow the words of the song by reading along with the words of the "Declaration of Independence" in their history textbook. A. Upon completion of the song, discuss what was said in the message. B. Ask students to think of other ways the message could have been worked without losing the message. C. Give students the opportunity to demonstrate the aforementioned by handing out a sheet with thirteen phrases from that just studied and have students reword Thomas Jefferson's words in a more contemporary style with regard to the message. (Students should all have access to dictionaries to complete this assignment.) Suggestion: One week later hand out a sheet with seven of the thirteen phrases used, and have students demonstrate the meaning of the seven selected phrases.

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Laidlaw (2) - A High School History of Modern America

Grade Level: Eleven (11) U.S. History

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I. Survey (Cont.) D. Revolutionary War	CONTENT OBJECTIVES 1. Give students a more contemporary perspective to old wording. (SOCIOLOGY) 2. Comprehend the wording in the "Declaration of Independence." (SOCIOLOGY) 3. Assist students in their appreciation for the art of written communication. (SKILLS) 4. Comprehend the conditions favorable for the United States with those favorable for a British victory. (POLITICAL SCIENCE) 5. Understand the consequences of American victories at Trenton, Saratoga, and Yorktown. (HISTORY) 6. Understand the diplomatic victory of America at the Treaty of Paris. (POLITICAL SCIENCE)	ch 2	ch 4	Unit 1	ch 5,6	ch 3	ch 3	ch 2,3	2. Have students make a chart demonstrating the geographical, social, political, and economic advantages each side had in the Revolutionary War. 3. Students should locate on a map the three following battles and write a paragraph for each signifying the importance of each: Trenton, Saratoga, Yorktown. 4. Have students write a letter to an American friend as if they were a member of the American diplomatic team of ambassadors in Paris in 1783. Specifying how America has won its stated cause. 5. Students could write a letter-to-the-editor of an American city in 1776 explaining why they, a Loyalist, could not fight on the side of the Revolutionaries.

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Grade Level: Eleven (11) U.S. History

Marking Period: 1st

Suggested Time Frame: _____

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I. Survey (Cont.) D. Revolutionary War	7. Understand the feelings Tories had while living in the American colonies. (PSYCHOLOGY)								
E. Federal Period	SCOPE AND SEQUENCE OBJECTIVE	(No text necessary, use activity.)							
	1. Use information to produce new information. (DECISIONMAKING)								
	2. Identify individuals who have affected major changes in the U.S. economic system. (ECONOMIC)								
	3. Outline the history of political parties in the United States. (POLITICAL SCIENCE)								
	4. Identify the type and level of discussion skills (i.e., idea, fact, or opinion sharing, problem solving). (SOCIOLOGY)								
	5. Describe the roles of the executive, legislative, and judiciary in shaping U.S. history. (POLITICAL SCIENCE)								

EXPLANATION:

1. Hamilton and Jefferson opposed each other on almost every economic and social issue. Hamilton wanted a government by the able few; Jefferson wanted a government by the will of the majority. Hamilton distrusted the masses; Jefferson believed in them. Hamilton wanted to build America by enlarging its commercial interests and manufacturing; Jefferson preferred a nation of landowning farmers, for he believed that "those who labored in the earth are the chosen people of God." Hamilton sought to copy Britain's strong government and stratified society; Jefferson wanted few controls and more democracy; Hamilton looked for an industrial revolution; Jefferson did not. Hamilton sought a strong central government for he believed men need to be governed, Jefferson believed men could govern themselves and feared that a strong central government would lead to tyranny and supported states'

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Laidlaw (2) - A High School History of Modern America

Grade Level: Eleven (11) U.S. History

Marking Period: 1st

Suggested Time Frame:

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I. Survey (Cont.) E. Federal Period	CONTENT OBJECTIVES 1. Understand the opposing view of Hamilton and Jefferson as seeds of political parties. (POLITICAL SCIENCE)								governments. With this understanding of Hamilton and Jefferson have students place the positions each had, as well as their own current position, on the continuums shown on the next page. Use (H) for Hamilton, (J) for Jefferson and (S) for student as they view the relative positions in relation to Left and Right.

Laidlaw (1) - United States History for High Schools
Laidlaw (2) - A High School History of Modern America

Grade Level: Eleven (11) U.S. History

Marking Period: 1st

Suggested Time Frame: _____

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CHANGE — STATUS QUO

Belief in	Far Left	Liberal	Left	Middle of the Road	Right	Conservative	Far Right
A. Changes as progress of civilization							
B. Preference of tradition							
C. Need for strong rules for law and society							
D. Self-guidance and flexibility in society							
E. Innate goodness of people							

29

30

Grade Level: Eleven (11) U.S. History

Marking Period: 1st

Suggested Time Frame: _____

AREA OF STUDY/CONTENT	OBJECTIVES	ADDI-SON-WESLEY	GINN	GLOBE	HAR-COURT BRACE	LAID-LAW (1)	LAID-LAW (2)	MAC-MILLAN	ACTIVITIES
I. Survey (Cont.) E. Federal Period	2. Enable students to comprehend the terms "liberal" and "conservative," and "left" and "right" more clearly. (POLITICAL SCIENCE) 3. Give students an opportunity to discover their own positions in relation to "left" and "right". (POLITICAL SCIENCE) 4. Explain the historical origins of basic constiutional principles. (HISTORY) 5. Enable students to distinguish differences between concept basic to our Constitution. (POLITICAL SCIENCE) 6. Comprehend the needs for safeguards on political power. (POLITICAL SCIENCE) 7. Alert students to the value of our Constitutional forefathers with regards to political powers. (POLITICAL SCIENCE)	ch 3	Unit 2	Unit 3	Unit 3	ch 4	ch 4	ch 5	2. Each of the following Constitutional principles was consciously and deliberately developed by our forefathers to safeguard an American political system in light of that aged axiom, "Absolute power corrupts absolutely." A. Relating to the historical origin of each, students should explain each of the Constitutional principles in B, below, in paragraph form. B. Students can develop a study question for each Constitutional principle that can only be answered correctly with usage of the terms below. (1) Limited govenment (2) Separation of powers (3) Checks and balances (4) Federalism. (5) Judicial review C. In a class discussion, discuss the aforementioned.

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Grade Level: Eleven (11) U.S. History

Marking Period: 1st

Suggested Time Frame: _____

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I. Survey (Cont.) F. Jacksonian Democracy	SCOPE AND SEQUENCE OBJECTIVES 1. Define the role of the Presidency in shaping U.S. history. (POLITICAL SCIENCE) 2. Identify situations exemplifying basic types of conflict. (PSYCHOLOGY) 3. Identify institutions in American society and explain their relationship or inter-relationship within this society. (SOCIOLOGY) 4. Act on the basis of information resulting from critical thinking skills. (DECISIONMAKING) CONTENT OBJECTIVES 1. Demonstrate that Presidential powers were expanded under Andrew Jackson. (HISTORY)	Unit 2	ch 9	Unit 4	ch 12	ch 8	ch 8	ch 10	1. Andrew Jackson expanded the powers of the Presidency; have students demonstrate in written paragraphs how the power of the Presidency was enlarged with Andrew Jackson's handling of each of the episodes below: A. 1828 election campaign B. Spoils system C. Cherokee Nation removal D. Nullification issue E. Peggy Eaton affair F. Bank War Identify whether the issue was primarily social, political, or economic in nature. 2. Students can write a one page paper that portrays their ideas of Andrew Jackson as either a strong president who was decisive or a biased man who filled the Presidency.

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Laidlaw (2) - A High School History of Modern America

Grade Level: Eleven (11) U.S. History

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I. Survey (Cont.) F. Jacksonian Democracy	2. Understand the integration of social, political, and economic spheres of the office of the Presidency. (PSYCHOLOGY) 3. Interpret information for meaning and accuracy by a. showing cause and effect relationships. b. drawing inferences. c. formulating logical generalizations. (SKILLS)								

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Laidlaw (2) - A High School History of Modern America

Grade Level: Eleven (11) U.S. History

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I. Survey (Cont.) G. Sectionalism	SCOPE AND SEQUENCE OBJECTIVES 1. Know ways in which cause-effect relationships among events or conditions may be unified in historical geography. (GEOGRAPHY) 2. Identify effects resulting from contact between two or more cultures. (SOCIOLOGY) CONTENT OBJECTIVES 1. Enable students to comprehend economic, cultural, social, geographic, and philsophical forces that developed two strong sections. (POLITICAL SCIENCE) 2. Enable students to analyze the influence cultures had on particular sections in our nation. (ANTHROPOLOGY) 3. Compare the effects of industry and cultural values on the physical environment. (ANTHROPOLOGY)	Unit 2	ch 12	Unit 5	Unit 4	ch 11	ch 11	ch 9, 11	1. EXPLANATION: The UNITED states of the Revolutionary War period shifted and drifted into a country of sections in the 1800's. By 1860 the United States had two dominant sections with a third in a developing stage. The differences between the North and the South were glaring, as each flaunted attempts to control the development of the West. A. In a paper students should demonstrate understanding of the causes of the sectional rift between the North and the South. They should explain how the the North and the South viewed one another in relation to these opposing forces: (1) States rights vs. sovereignty of Federal Government (2) Agricultural economy vs. industrial economy (3) Slave laborers vs. factory workers (4) Pro-slavery advocates vs. abolitionists (5) Spirit of traditions vs. spirit of reform

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Grade Level: Eleven (11) U.S. History

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I. Survey (Cont.) H. Abolitionist Movement	SCOPE AND SEQUENCE OBJECTIVES	ch 4	ch 11	Unit 5	Unit 4	ch 11	ch 11	ch 11	
	1. Know that behaviors do not exist in isolation. (PSYCHOLOGY)								1. EXPLANATION: To help students comprehend the social need for slavery, use of a comparable institution of high value to students is needed. Music is perhaps as much of the life-style of students as slavery was for the Ante-Bellum South. Develop an anti-music campaign within your school (and community if possible) and with parents for one week. Allow students no music! Alert parents to your objectives and week-long activity. Request that violators be reported. Violators could be handled with imposed penalties. Posters could be used, as well as testimonies, speeches, or a demonstration. Conclude the activity with a demonstration that music is a desirable life-style like slavery once was for Southern whites. Have students (those who participated) write open-ended statements about what they learned. EXAMPLES: I learned that . . . I realize that . . . I was happy that . . .
	2. Evaluate social thought and movements in America. (HISTORY)								
	3. Know ways in which learning may bring the behavior of an individual into conformity with the rules or laws of a group. (PSYCHOLOGY)								
	CONTENT OBJECTIVES								
	1. Enable students to identify institutions of significance in American society and comprehend their relationship or inter-relationship with society. (SOCIOLOGY)								
	2. Enable students to empathize with American citizens who lived with an institution of extreme personal value. (PSYCHOLOGY)								

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Grade Level: Eleven (11) U.S. History

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Suggested Time Frame: _____

AREA OF STUDY/CONTENT		OBJECTIVES	ADDI-SON-WESLEY	GINN	GLOBE	HAR-COURT BRACE	LAID-LAW (1)	LAID-LAW (2)	MAC-MILLAN	ACTIVITIES
I. Survey (Cont.) H. Abolitionist Movement (Continued)	3.	Know conditions which are likely to produce feelings of frustration. (PSYCHOLOGY)								I was disappointed that . . . I relearned that . . . I was surprised that . . .
	4.	Evaluate social thought and the abolitionist movement in America. (HISTORY)								
	5.	Comprehend the social need for slavery Southern whites felt. (SOCIOLOGY)								
	6.	Examine a proposed change in society that effects particular citizens' basic lifestyle. (SOCIOLOGY)								

Laidlaw (1) - United States History for High School
Laidlaw (2) - A High School History of Modern America

Grade Level: Eleven (11) U.S. History

Marking Period: 1st

Suggested Time Frame: _____

AREA OF STUDY/CONTENT	OBJECTIVES	ADDI-SON-WESLEY	GINN	GLOBE	HAR-COURT BRACE	LAID-LAW (1)	LAID-LAW (2)	MAC-MILLAN	ACTIVITIES
I. Survey (Cont.) I. Civil War	SCOPE AND SEQUENCE OBJECTIVES	Unit 2	ch 12, 13	Unit 4	Unit 5	ch 11, 12	ch 11, 12	ch 14	1. Panel Discussions: A. Resolve: The South had no other choice but to withdraw from the Union in 1860. The South was demonstrating foolishness by withdrawing from the Union in 1860. B. Resolve: John Brown should be condemned as a traitor to his country.
	1. Identify the types and levels of discussion skills (i.e., idea, fact, or opinion sharing, problem solving). (SOCIOLOGY)								2. Divide the class into North and South: Have each student write a letter to a person in the other section (and vice-versa) explaining why his particular side will win the war. Have students exchange letters and reply.
	2. Know conditions which are likely to produce feelings of frustration. (PSYCHOLOGY)								
	3. Explain why basic Constitutional principles are important to individual security and well being. (POLITICAL SCIENCE)								
	4. Know ways in which emotional responses may motivate behavior. (PSYCHOLOGY)								
	CONTENT OBJECTIVES								
	1. Enable students to understand other students' points of view on historical questions. (SOCIOLOGY)								
	2. Comprehend term traitor in a historical setting. (HISTORY)								
	3. Understand the advantages and feelings people thought and felt in going into the Civil War. (PYCHOLOGY)								

Laidlaw (1) - United States History for High School
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Grade Level: Eleven (11) U.S. History

Marking Period: 2nd

Suggested Time Frame: 6 weeks for II

AREA OF STUDY/CONTENT	OBJECTIVES	ADDI-SON-WESLEY	GINN	GLOBE	HAR-COURT BRACE	LAID-LAW (1)	LAID-LAW (2)	MAC-MILLAN	ACTIVITIES
II. Emergence of the Modern United States, 1865-1900 A. Political Developments of the Period 1. Characteristics of the politics a. Republican ascendancy and dominance b. Conservative, laissez-faire, political orientation c. High level of political corruption 2. Consequences of these characteristics.	SCOPE AND SEQUENCE OBJECTIVES 1. Outline the history of political parties in the the United States. (POLITICAL SCIENCE) CONTENT OBJECTIVES 1. Generalize about and draw logical conclusions regarding a period of history. (SKILLS) 2. Develop and use correctly a political vocabulary. (POLITICAL SCIENCE) 3. Identify the major political characteristics of this period. (HISTORY) 4. Give logical explanations for each characteristic. (HISTORY) 5. Know the tactics and sources of support of each major political party. (HISTORY)	ch 6, pp. 140-157 ch 7-10	ch 14-18	ch 20-23	ch 19-24	ch 13-18	ch 13-18	ch 14-18	1. Have students draw a chart of the presidential elections from 1868-1900. The chart should contain these headings: A. Candidates of each party identified by party. B. Background of candidates. C. Major issues of campaign. D. Winner of election. E. Noteworthy accomplishments of administration. Draw logical conclusions from information. 2. Have students make a list of political terms and define and use these terms correctly. 3. Students should develop check and balance provisions relating to the impeachment process (update to include events in July and August of 1974).

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Grade Level: Eleven (11) U.S. History

Marking Period: 2nd

Suggested Time Frame: _____

AREA OF STUDY/CONTENT	OBJECTIVES	ADDI-SON-WESLEY	GINN	GLOBE	HAR-COURT BRACE	LAID-LAW (1)	LAID-LAW (2)	MAC-MILLAN	ACTIVITIES
II. Emergence of the Modern United States, 1865-1900 (Continued)	6. Know the processes of Constitutional change. (HISTORY)								
	7. Identify the consequences of these political developments and characteristics. (HISTORY)								
B. Industrialization of the United States	SCOPE AND SEQUENCE OBJECTIVES								1. Students should compare our material life style with that of the host nation or contemplate life in a Third World country.
1. Factors necessary for industrial development.	1. Demonstrate a working knowledge of basic listening skills (i.e., listen with a purpose, identify the sequence of ideas, ask appropriate questions, take notes while continuing to listen, respond in context on what has been heard). (SKILLS)								2. Have students draw up a chart of necessary factors and sources of these items in the United States.
2. Conditions in the United States which fostered industrialization.									3. Have the class trace developments in a particulary industry in terms of development, innovations, and expansion.
3. Consequences of industrialization	2. Analyze quality of product with price. (ECONOMICS)								4. Have the class develop a profile of a particular Captain of Industry or Robber Baron.
a. The factory system and mass production.	3. Identify individuals who have affected major changes in the U.S. economic systems. (ECONOMICS)								5. Discuss with the class alternative forms of economic organization: socialism; communism.
b. Business consolidation									6. In a class discussion identify forms of business consolidation in terms of intent and organization.

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Grade Level: Eleven (11) U.S. History

Marking Period: 2nd

Suggested Time Frame: 6 weeks

AREA OF STUDY/CONTENT	OBJECTIVES	ADDI-SON-WESLEY	GINN	GLOBE	HAR-COURT BRACE	LAID-LAW (1)	LAID-LAW (2)	MAC-MILLAN	ACTIVITIES
II. Emergence of the Modern United States, 1865-1900 (Continued)									
c. Urbanization and its consequences d. Beginnings of a labor movement e. The revolution in agriculture e. The revolution in agriculture	4 Identify the principles of capitalism and their historical roots (Adam Smith and laissez faire). (ECONOMICS) 5. Describe important factors which lead to social mobility in the United States. (SOCIOLOGY) 6. Analyze factors which influence the development of various career patterns in the United States. (HISTORY) 7. Describe the purpose of trade unions. (ECONOMICS) 8. List favorable characteristics for a good employee and employer. (ECONOMICS) CONTENT OBJECTIVES 1. Know and correctly use basic economic terms. (ECONOMICS)								7. Have students list weapons that management possessed in dealing with labor. 8. Students should list weapons labor could utilize in its struggle with management. 9. Using agriculture as an example, discuss the law of supply and demand as it relates to determining price.

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Grade Level: Eleven (11) U.S. History

Marking Period: 2nd

Suggested Time Frame: _____

AREA OF STUDY/CONTENT	OBJECTIVES	ADDI-SON-WESLEY	GINN	GLOBE	HAR-COURT BRACE	LAID-LAW (1)	LAID-LAW (2)	MAC-MILLAN	ACTIVITIES
II. Emergence of the Modern United States, 1865-1900 (Continued)									
	2. Identify those factors necessary to create an industrial society and indicate how or where the United States secured this item. (ECONOMICS)								
	3. Identify advantages and disadvantages of a capitalist economic system. (ECONOMICS)								
	4. Describe the advantages and disadvantages of big business units. (ECONOMICS)								
	5. Understand why conflict developed between major economic groups in the United States. (ECONOMICS)								
C. Closing the Last Frontier	SCOPE AND SEQUENCE OBJECTIVES								
1. Mining Frontier	1. Evaluate the effects of migration in American history. (HISTORY)								1. Students should make outline maps to identify by major geographic features and distinct regions of the Last Frontier as well as to identify states admitted to the Union as a result of settlement.

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Grade Level: Eleven (11) U.S. History

Marking Period: 2nd

Suggested Time Frame: _____

AREA OF STUDY/CONTENT	OBJECTIVES	ADDI-SON-WESLEY	GINN	GLOBE	HAR-COURT BRACE	LAID-LAW (1)	LAID-LAW (2)	MAC-MILLAN	ACTIVITIES
II. Emergence of the Modern United States, 1865-1900 (Continued) a. Regions involved b. Characteristics c. Significance 2. Remaking Frontiers a. Regions affected b. Characteristics c. Significance 3. Indian Policy a. Removal b. Reservation	CONTENT OBJECTIVES 1. Understand the relationship between geography and economic development. (GEOGRAPHY) 2. Analyze factors which effect the mobility of population during this period. (HISTORY) 3. Evaluate the effects of migration into the Last Frontier. (HISTORY) 4. Understand why the Last Frontier was the last region settled. (HISTORY) 5. Identify those factors which contributed to the final settlement of the Last Frontier. (HISTORY)								2. Students should list and explain the legislation which fostered the settlement and development of this region. 3. Discuss and/or debate U.S. Indian policy as it developed during this period in terms of practicality and morality. 4. Compare the romantic Old West (Hollywood style) with the real Old West of Hart, Twain, Garland, Ferber, and Cather. 5. In a class discussion evaluate Frederick Jackson Turner's "Frontier Thesis of American History."

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Grade Level: Eleven (11) U.S. History

Marking Period: 2nd

Suggested Time Frame: _____

AREA OF STUDY/CONTENT	OBJECTIVES	ADDI-SON-WESLEY	GINN	GLOBE	HAR-COURT BRACE	LAID-LAW (1)	LAID-LAW (2)	MAC-MILLAN	ACTIVITIES
II. Emergence of the Modern United States, 1865-1900 (Continued)									
4. Farming Frontier 5. Consequences of the closing of the Last Frontier	6. Identify groups of people, of a racial, religious, ethnic, and economic nature, who had an impact on the development of the Last Frontier. (SOCIOLOGY) 7. Be aware of the role of the frontier (and particularly the Last Frontier) in our history. (HISTORY)								

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Grade Level: Eleven (11) U.S. History

Marking Period: 2nd

Suggested Time Frame: 2-3 weeks for III

AREA OF STUDY/CONTENT	OBJECTIVES	ADDI-SON-WESLEY	GINN	GLOBE	HAR-COURT BRACE	LAID-LAW (1)	LAID-LAW (2)	MAC-MILLAN	ACTIVITIES
III. The Progressive Era, 1900-1920	SCOPE AND SEQUENCE OBJECTIVES	ch 10	ch 20	ch 24	ch 25-27	ch 19-20	ch 19-20	ch 21-22	1. Review the social, economic, and political condition of the farmer, laborer, immigrant, Black, Indian, and women at the beginning of this period.
A. The Meaning of Progressivism	1. Evaluate the effects of immigration movements in America. (HISTORY)								2. Introduce the concepts of assimiliation, cultural pluralism, socialization, and alienation.
B. Source of Progressivism	2. Compare and contrast basic theories of cultural pluralism in American society. (HISTORY)								3. Read selected excerpts of The Jungle by Upton Sinclair describing working and sanitary conditions in the meat packing industry.
C. Earlier Effort at Reform	3. Explain the process of socialization in the United States and contrast that process with at least one other culture. (SOCIOLOGY)								4. Have students survey other "muckraking" literature of the period to extract vivid statements regarding conditions existing in this period.
D. Continued Need for Reform 1. Economic problems/ conditions 2. Social problems/ conditions	4. Analyze reform movements as they relate to the industrialization and urbanization process in the United States. (HISTORY)								5. Have the class draw up a chart of the obvious problems of the period. Following each problem they should identify the significant specific legislation, designed to alleviate the problem, and identify the specific provisions of each significant piece of legislation.
E. Progressive Reforms	CONTENT OBJECTIVES								6. Compare results of progressive period to activity #1 of this list.
	1. Compare progressivism to the earlier conservatism. (HISTORY)								
	2. Understand the reasons behind popular demand for increased government involvement in economics, social, and political activities. (HISTORY)								

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Grade Level: Eleven (11) U.S. History

Marking Period: 2nd

Suggested Time Frame: _____

AREA OF STUDY/CONTENT	OBJECTIVES	ADDI-SON-WESLEY	GINN	GLOBE	HAR-COURT BRACE	LAID-LAW (1)	LAID-LAW (2)	MAC-MILLAN	ACTIVITIES
III. The Progressive Era, 1900-1920 (Continued)	3. Identify and explain the two theories regarding the role of the President as practiced by most nineteenth century Presidents and the Progressive Presidents. (POLITICAL SCIENCE)								
	4. Be aware of the origins, roles, and differences between the New Immigrants and the Old Immigrants, WASPs. (SOCIOLOGY)								
	5. Know the scope and limitations of the legislative efforts to solve the outstanding problems of the United States at this time. (POLITICAL SCIENCE)								

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Grade Level: Eleven (11) U.S. History

Marking Period: 3rd

Suggested Time Frame: 4 weeks for IV

AREA OF STUDY/CONTENT	OBJECTIVES	ADDI-SON-WESLEY	GINN	GLOBE	HAR-COURT BRACE	LAID-LAW (1)	LAID-LAW (2)	MAC-MILLAN	ACTIVITIES
IV. Foreign Policy, 1890-1920	SCOPE AND SEQUENCE OBJECTIVES	ch 11-13, ch 21	ch 19,	ch 25-28	ch 28-30	ch 21-22	ch 21-22	ch 12, ch 19, ch 20, ch 23	1. Have students read pertinent sections of Washington's Farewell Address and the Monroe Doctrine and extract the intent of these Presidential statements.
A. Development of Isolation	1. Analyze the historical development of American foreign policy. (HISTORY)								
1. Geographic isolation									2. The class should identify the major aim of U.S. foreign policy for each of the following periods: A. 1776-1783 B. 1783-1789 C. 1789-1815 D. 1815-1860 E. 1860-1865 F. 1865-1890 G. 1890-1914
2. Rise of U.S. Nationalism	2. Discuss nationalism as a factor in foreign policy discussions. (POLITICAL SCIENCE)								
3. Manifest Destiny									
4. Civil War	3. Define the role of the Presidency in shaping U.S. History. (POLITICAL SCIENCE)								
B. U.S. Foreign Policy in Western Hemisphere from 1890-1920	4. Evaluate various historical interpretations of U.S. History. (HISTORY)								3. Outline map exercises: A. Caribbean Region B. Pacific and Far East C. Europe prior to World War I D. Europe after World War I
1. Spanish American War									
2. Panama Canal	CONTENT OBJECTIVES								4. Compare the period 1807-1812 to the period 1914-1917.
3. Roosevelt Corollary and Intervention	1. Identify the aims of foreign policy for any nation. (POLITICAL SCIENCE)								5. Have the class draw up a list of terms or phrases pertinent to the World War I period.
C. U.S. Foreign Policy in the Far East from 1890-1920	2. Understand the unique role that the President of the United States plays in formulating and implementing foreign policy. (POLITICAL SCIENCE)								
1. Spanish American War									

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Grade Level: Eleven (11) U.S. History

Marking Period: 3rd

Suggested Time Frame: _____

AREA OF STUDY/CONTENT	OBJECTIVES	ADDI-SON-WESLEY	GINN	GLOBE	HAR-COURT BRACE	LAID-LAW (1)	LAID-LAW (2)	MAC-MILLAN	ACTIVITIES
IV. Foreign Policy, 1890-1920 (Cont.)									
2. Open Door Policy 3. Russo-Japanese War	3. Understand those factors which made an isolationist foreign policy possible as well as those factors which made it impossible to uphold. (HISTORY)								6. Have the students develop a list of the general causes of war. 7. Students could develop the principle of collective security and compare it to the principle of balance of power.
D. World War I 1. General causes 2. Opening stages and stalemate	4. Know the general causes for the outbreak of World War I. (HISTORY)								8. Assign individuals or committees the task of investigating the background and explaining (with maps or other devices) each of the Fourteen Points.
3. United States involvement in World War I a. Reasons b. Mobilization for War c. Effect on the home front d. Winning the War	5. Identify reasons for the United States' involvement in World War I. (HISTORY) 6. Assess the role of the United States in World War I and understand why the differing opinions regarding war contributions caused problems between Europe and the United States. (HISTORY)								
	7. Understand the crucial role played by the U.S. Senate in the treaty-making process. (POLITICAL SCIENCE)								
5. Making a just and lasting peace a. The Fourteen Points									

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Grade Level: Eleven (11) U.S. History

Marking Period: 3rd

Suggested Time Frame: _____

AREA OF STUDY/CONTENT	OBJECTIVES	ADDI-SON-WESLEY	GINN	GLOBE	HAR-COURT BRACE	LAID-LAW (1)	LAID-LAW (2)	MAC-MILLAN	ACTIVITIES
IV. Foreign Policy 1890-1920 (Cont.)									
b. The Peace Conference 6. The "lost" peace	8. Explain why the Treaty of Versailles did not (could not) result in a lasting peace. (HISTORY)								
a. The "victorious" nations b. The "vanquished" nations. c. U.S. opposition.	9. Explain alternate or revisionist theories regarding World War I. (HISTORY)								

65

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66

Grade Level: Eleven (11) U.S. History

Marking Period: 3rd

Suggested Time Frame: 4-5 weeks for V

AREA OF STUDY/CONTENT	OBJECTIVES	ADDI-SON-WESLEY	GINN	GLOBE	HAR-COURT BRACE	LAID-LAW (1)	LAID-LAW (2)	MAC-MILLAN	ACTIVITIES
V. The Twenties and Thirties	SCOPE AND SEQUENCE OBJECTIVES	ch 14-15	ch 22-24,	ch 29-30	ch 31-33,	ch 23-24	ch 23-24	ch 24-27	1. Read excerpts from Wilson's War Message. Play a recording of "Over There" by George M. Cohan. Compare the two. Then read and discuss "next to of course god america i" by e.e. cummings.
A. Post-war United States	1. Define the terms import and export taxes. (ECONOMICS)								
1. The "Lost" generation									
2. Social Change/ Intolerance	2. Define the concept of buying on credit and bank financing. (ECONOMICS)								2. Have students read Chapter 5, "The Revolution in Manners and Morals" in Only Yesterday by Frederick Lewis Allen.
3. Political Development	3. Identify business cycle, inflation, deflation, repression, depression, and speculation. (ECONOMICS)								3. Review the lyrics to the popular songs of the 1920's.
B. Economic Prosperity									
C. The Great Depression	4. Examine the effects of cyclic economic factors on U.S. history. (HISTORY)								4. Assign students to read some of the fiction of the 1920's: Sinclair Lewis, E. Hemingway, F. Scott Fitzgerald.
1. The Basic Economic Problems of the 20's									
2. Stock Market Crash	5. Explain the importance of the stock market in the American economy. (ECONOMICS)								6. Discuss the wisdom of "legislative morality" (prohibition of the 20's, current drug laws, developing the idea of popular nullification).
D. FDR and the New Deal									
1. Intentions: Relief, Recovery, Reform.	6. Identify the importance of regulatory agencies and their impact on the economy of the United States. (ECONOMICS)								6. Listen to a record of the songs of the 1930's to get a feeling for the personal impact of the Great Depression.
2. Alphabet legislation									
3. A new role for central government	7. Identify socialistic aspects of the American economy (i.e., social security, welfare, medicare, etc.). (ECONOMICS)								7. Have students draw up a list of economic terms applicable to this period and define them.

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Grade Level: Eleven (11) U.S. History

Marking Period: 3rd

Suggested Time Frame: _____

AREA OF STUDY/CONTENT	OBJECTIVES	ADDI-SON-WESLEY	GINN	GLOBE	HAR-COURT BRACE	LAID-LAW (1)	LAID-LAW (2)	MAC-MILLAN	ACTIVITIES
V. The Twenties and Thirties (Cont.) E. Evaluation of the New Deal	8. Analyze the role of the federal resource system in the American economic system. (ECONOMICS) 9. Examine the impact of a given proposed public development project on the equipment. (GEOGRAPHY) 10. Examine the effect of public economic factors on American history. (ECONOMIC) CONTENT OBJECTIVES 1. Describe the profound social and economic changes brought about by World War I and the implications of the changes in the United States. (HISTORY) 2. Identify the changing attitude and role regarding state-central government relationships. (POLITICAL SCIENCE) 3. Examine the effect of a mixed economy on U.S. history. (ECONOMICS)								8. Have the class make a chart with distinct headings: Relief, Recovery, Reform. Place the major New Deal legislative enactments under one of these headings and indicate its specific purpose. 9. Review the concept of separation of powers as stated in the Constitution. Apply this concept to the developments during the Great Depression. 10. Review the concept of Federalism as envisioned in the Constitution and introduce the concept of "Big Government." 11. Examine the proposition that FDR's New Deal saved the capitalist system from extinction in the United States.

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Grade Level: Eleven (11) U.S. History

Marking Period: 4th

Suggested Time Frame: 3 weeks for VI

AREA OF STUDY/CONTENT	OBJECTIVES	ADDI-SON-WESLEY	GINN	GLOBE	HAR-COURT BRACE	LAID-LAW (1)	LAID-LAW (2)	MAC-MILLAN	ACTIVITIES
VI. World War II	SCOPE AND SEQUENCE OBJECTIVES	ch 16-17	ch 26-27	ch 31-33,	ch 35-36	ch 25-26	ch 25-26	ch 28-29	1. Have students develop a list of characteristics common to dictatorial governments.
A. Rise of the Dictators	1. Explain the effect given demographic factors had on U.S. history (i.e., size, density, geographical distribution, growth, migration, and settlement patterns). (GEOGRAPHY)								2. Students should draw up a comparable list of characteristics of democratic governments.
B. The Road to War									3. Introduce and develop the concepts of: A. Totalitarianism B. Appeasement C. Total war
C. Reaction of the Democracies and their Ultimate Involvement									4. Profile the careers of Mussolini, Stalin, Hitler, Roosevelt, Churchill, Truman, Attlee.
D. Prosecuting the War	2. Know that historical geography is the study of what has and actually happened to places their inhabitants based on geological, archaeological, and historical evidence. (GEOGRAPHY)								5. Have students make maps of major campaigns.
1. Atlantic Theater a. Summit conferences b. Tactics									6. Read excerpts from selected materials on World War II.
2. Pacific Theater a. Summit conferences b. Tactics	3. Know ways in which cause-effect relationships among events or conditions may be unified in historical geography. (GEOGRAPHY)								7. Debate the moral, political, military, and social implications of "The Bomb."
3. The home front	4. Demonstrate the procedural skills of group discussion. (SOCIOLOGY)								

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Grade Level: Eleven (11) U.S. History

Marking Period: 4th

Suggested Time Frame: _____

AREA OF STUDY/CONTENT	OBJECTIVES	ADDI-SON-WESLEY	GINN	GLOBE	HAR-COURT BRACE	LAID-LAW (1)	LAID-LAW (2)	MAC-MILLAN	ACTIVITIES
VI. World War II (Cont.)									
E. The Dawn of the Atomic Age 1. Development 2. Use 3. Effects	CONTENT OBJECTIVES 1. Know the reasons for the rise of dictatorial governments. (HISTORY) 2. Be able to explain the differences between dictatorial and democratic governments. (HISTORY) 3. Explain the unwillingness of the democratic states to confront the dictatorships militarily. (HISTORY)	(No text available - utilize current publications.)							

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Marking Period: 4th

Suggested Time Frame: 3 weeks for VII

AREA OF STUDY/CONTENT	OBJECTIVES	ADDI-SON-WESLEY	GINN	GLOBE	HAR-COURT BRACE	LAID-LAW (1)	LAID-LAW (2)	MAC-MILLAN	ACTIVITIES
VII. The Post War Period to 1960	SCOPE AND SEQUENCE OBJECTIVES	ch 18-20	ch 28-30	ch 33, ch 34, ch 37	ch 37-39	ch 27	ch 27	ch 30-31	1. Review and develop the concept of collective security and trace its existence in U.S. history.
A. The United Nations	1. Know that behaviors do not exist in isolation. (PSYCHOLOGY)								2. Discuss the origins of the Cold War and who caused it.
1. Concept of collective security	2. Evaluate social thought and movements in America. (HISTORY)								3. Introduce and discuss the concepts of containment, balance of power, massive retaliation, brinksmanship.
2. Organization	3. Describe the role of civil liberties in the United States. (POLITICAL SCIENCE)								
3. Purposes									4. Peruse "Global Issues", Social Studies Supplemental Series #1, pp. 78-79 and pp. 91-96, for ideas on foreign aid.
B. Super-power Confrontation	CONTENT OBJECTIVES								
1. The Cold War	1. Know the general successes and failures of collective security organizations. (HISTORY)								5. On a world map identify the nations which have received foreign aid from the United States.
2. Foreign Aid Programs of the United States									6. On the same map, identify those nations who could call upon the United States for military support and/or protection.
3. Development of multi-lateral alliance systems	2. Know why the collective security concept could be implemented in the case of the Korean Police Action. (HISTORY)								7. On this map, identify those nations where U.S. forces are stationed.
C. The Korean Police Action									8. Discuss and debate the role of the United States as world policeman.
1. Causes	3. Recognize the growing inter-dependence of domestic and foreign affairs. (HISTORY)								
2. Prosecuting the war under United Nations auspices									
3. Effects									

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Grade Level: Eleven (11) U.S. History

Marking Period: 4th

Suggested Time Frame: _____

AREA OF STUDY/CONTENT	OBJECTIVES	ADDI-SON-WESLEY	GINN	GLOBE	HAR-COURT BRACE	LAID-LAW (1)	LAID-LAW (2)	MAC-MILLAN	ACTIVITIES
VII. Post War Period to 1960 (Cont.)									
D. The Domestic Scene									
1. Political development									
2. Economic									
3. Beginnings of the Civil Rights movement.									
	9. Compare post World War II to post World War I economically, socially, and politically.								
	10. Compare the McCarthy hearings to the Salem witch trials.								
	11. Review the origins and changes brought about by social reform movements in the United States. A. Jacksonian Era B. Progressive Era C. Civil Rights Movement								

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Grade Level: Eleven (11) U.S. History

Marking Period: 4th

Suggested Time Frame: 2 weeks for VIII

AREA OF STUDY/CONTENT	OBJECTIVES	ADDI-SON-WESLEY	GINN	GLOBE	HAR-COURT BRACE	LAID-LAW (1)	LAID-LAW (2)	MAC-MILLAN	ACTIVITIES
VIII. The Turbulent Decades - The 60's and 70's A. Foreign Affairs 1. Space exploration 2. Peace Corps 3. Bay of Pigs and Cuban Missile Crisis 4. Disarmament 5. Vietnam 6. Arab-Israeli Conflict 7. The China initiative 8. The Iranian Crisis 9. Crisis in Central America	SCOPE AND SEQUENCE OBJECTIVES 1. Interpret information for meaning and accuracy: a) show cause and effect relationships; b) draw inferences; c) test validity of data; d) test validity of generalizations. (DECISION-MAKING) 2. Act on the basis of information resulting from critical thinking skills. (DECISION-MAKING) 3. Identify effects resulting from contact between two or more cultures (SOCIOLOGY) CONTENT OBJECTIVES 1. Discuss the limits of national power to influence outcomes on the international scene. (HISTORY)	ch 21-22	ch 31-35	ch 35-37	ch 40-44	ch 28-29	ch 28-29	ch 32-34	1. Re-emphasize the growing interdependence of domestic and foreign policies by developing an exercise similar to the one located in pp. 24-25 of "Global Issues," Social Studies Supplemental Series #1. 2. Make a case study the Cuban Missile Crisis as an exercise in the rational decision-making process. 3. Introduce and develop the concepts of "Peaceful Coexistence" and "Detente." 4. Use the panel discussion method to investigate the role of the United States in Vietnam. 5. Compare the role and use of U.S. power following World War II and the limits to the use of such power today. 6. Review the contemporary roles of the President, the Congress, and the Supreme Court.

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Suggested Time Frame: _____

AREA OF STUDY/CONTENT	OBJECTIVES	ADDI-SON-WESLEY	GINN	GLOBE	HAR-COURT BRACE	LAID-LAW (1)	LAID-LAW (2)	MAC-MILLAN	ACTIVITIES
VIII. Turbulent Decades - The 60's and 70's (Cont.)									
B. Domestic Affairs	SCOPE AND SEQUENCE OBJECTIVES								7. Profile the leader(s) of an activist minority movement.
1. Political Development	4. Describe the roles of the executive, legislative, and judiciary in shaping U.S. history. (POLITICAL SCIENCE)								8. Make a case study of one of the minority activist groups in terms of tactics, intentions, successes, and/or failures.
a. Presidential politics b. An Imperial Presidency c. Watergate d. Congress e. Supreme Court	5. Identify situations exemplifying basic types of conflict. (PSYCHOLOGY)								9. Develop a somewhat detailed study of one of the many minority confrontations of the 1960s as an opportunity to investigate racial and cultural relations.
	6. Identify institutions in American society and explain their relationship or interrelationship within this society. (SOCIOLOGY)								
2. Economic Development	7. Evaluate some of the effects of population growth and density on the way people live. (SOCIOLOGY)								
a. Runaway inflation b. The energy crunch c. National belt-tightening	8. Define various status levels in U.S. society. (SOCIOLOGY)								

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AREA OF STUDY/CONTENT	OBJECTIVES	ADDISON-WESLEY	GINN	GLOBE	HARCOURT BRACE	LAIDLAW (1)	LAIDLAW (2)	MACMILLAN	ACTIVITIES
VIII. Turbulent Decades - The 60's and 70's (Cont.)									
d. Consumerism	9. Know conditions which are likely to produce feelings of frustration. (PSYCHOLOGY)								
3. Social Developments									
a. Minority activism b. The "beat" generation c. The "generation gap"	10. Describe the rights, responsibilities, and obligations of American citizenship. (POLITICAL SCIENCE)								
	11. Explain why basic constitutional principles are important to individual security and well being. (POLITICAL SCIENCE)								
4. Technological change	12. Know ways in which learning may bring the behavior of an individual into conformity with the rules or laws of a group. (PSYCHOLOGY)								
	13. Know ways in which emotional responses may motivate behavior. (PSYCHOLOGY)								

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Suggested Time Frame: 1 week for IX

AREA OF STUDY/CONTENT	OBJECTIVES	ADDI-SON-WESLEY	GINN	GLOBE	HAR-COURT BRACE	LAID-LAW (1)	LAID-LAW (2)	MAC-MILLAN	ACTIVITIES
IX. The Future: A. Future Casting 1. Use and misuse of historical parallels 2. Public opinion polls 3. Trends and Probabilities: using graphs and charts B. Coping with Change C. The Computer Age: Servant or Master D. The Role of the United States in World Affairs in the Future E. Infinite Demands on a Finite Planet: How will decisions be made in the future?	SCOPE AND SEQUENCE OBJECTIVES 1. Present oral reports using appropriate research techniques. (SKILLS) 2. Use information to produce new information. (DECISIONMAKING) 3. Analyze the influence of humanities on American culture. (HISTORY) 4. Recognize the influence of physical environment, population distribution, and patterns of living and their effects on policy formation. (GEOGRAPHY) 5. Define economic and ecological interdependence. (GEOGRAPHY) 6. Compare ways human resources are allocated, utilized, and conserved in societies. (SOCIOLOGY)	(No text material available - use suggested resources and other current publications.)							1. Coordinate with the English teacher on a common book-based project (i.e. Animal World, Brave New World). 2. Students can structure the world for their grandchildren at age 17-21 with regards to social order and individual liberties. 3. Utilize the concepts in Future Shock and the Third Wave, by Alvin Toffler to spur discussion 4. Have panel discussion on: A. Coping with change (personally and societally) B. Energy and the future C. The Computer Age - Humans: Servant or Master? D. United States in World Affairs: Where do we go from here? and at what price?

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Suggested Time Frame: _____

AREA OF STUDY/CONTENT	OBJECTIVES	ADDI-SON-WESLEY	GINN	GLOBE	HAR-COURT BRACE	LAID-LAW (1)	LAID-LAW (2)	MAC-MILLAN	ACTIVITIES
IX. The Future (Cont.)	7. Evaluate some of the effects of population growth and density on the way people live. (SOCIOLOGY)								
	8. Display support for equal opportunity in the United States. (POLITICAL SCIENCE)								

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